Name School

**Balanced Assessment—Where Do I Fall on the Continuum?**

Directions: Review each of the boxes below. Then rank yourself from “novice” to “expert” based on your own self-reflection.

* Unfamiliar with the pieces of a balanced assessment system
* Unfamiliar with *Understanding by Design* (UbD) curricular framework
* Rarely differentiate instruction
* Consider myself a “plan as I go” teacher.
* Somewhat familiar with the pieces of a balanced assessment system
* Modest familiarity with *Understanding by Design* (UbD) curricular

framework

* Make minimal attempts to differentiate classroom
* Generally familiar with pieces of a balanced assessment system
* Adequate familiarity with the *Understanding by Design* (UbD) curriculum framework
* Differentiate instruction occasionally if I see the need to.
* Extremely familiar with the pieces of a balanced assessment
* Well versed and knowledgeable of the *Understanding by Design* (UbD) curricular framework
* Differentiated instruction is a daily part of my instructional planning.
* I always begin with the end in mind.